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ABSTRACT

To provide an opportunity for discussion of the educational needs of library personnel in the prairie provinces, a Workshop on Library Education was held in Edmonton on March 14, 1970. Approximately two hundred registrants representing all three prairie provinces participated. The papers presented are: (1) Issues, Decisions and Continuing Debate: The History of American Library Education 1870-1970, (2) Research and Library Education, (3) Pre-Service Education: Content and Methodology, and (4) Continuing Education for Librarians. Also presented is a list of registrants and biographies of the speakers. (MM)

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EDUCATION FOR LIBRARIANSHIP

Papers Presented at a Workshop Sponsored Jointly By

THE SCHOOL OF LIBRARY SCIENCE, UNIVERSITY OF ALBERTA

THE LIBRARY ASSOCIATION OF ALBERTA

THE ALBERTA SCHOOL LIBRARY COUNCIL

March 14, 1970

Edmonton, Alberta

Edited By

GERTRUDE C. POMAHAC

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School of Library Science
The University of Alberta
Edmonton, Alberta
1970

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INTRODUCTION

Decisions concerning pre-service and continuing education are being made at the University of Alberta School of Library Science -- decisions which will affect the libraries in which the School's graduates work. To provide an opportunity for discussion of the educational needs of library personnel in the prairie provinces, a Workshop on Library Education was held in Edmonton on March 14, 1970. Approximately two hundred registrants representing all three prairie provinces participated.

The major speakers were Sam Rothstein, Director, University of British Columbia School of Librarianship; Fred Hutchings, formerly City Librarian, Leeds, and Lecturer at the Loughborough School of Librarianship and at the University of Malaya; Brian Land, Director, the University of Toronto School of Library Science; and Harry Newsom, Librarian of the Saskatchewan Provincial Library, who will be joining the Alberta faculty in July, 1970.

Dr. Rothstein sketched the history of library education and focused upon six major issues in library education today -- issues to which all who are concerned about the calibre of library education should give considerable thought.

Mr. Hutchings, in his own inimitable fashion, discussed the role of research in librarianship from the point of view of the librarian-bookman.

Mr. Land shared some of the thinking and planning that has gone into two years of major curriculum review and revision at Toronto preparatory to phasing into a two-year Master's program.

Because the Alberta faculty believes that a library school, as well as libraries and library associations, have responsibility for the well-being of its graduates and of library personnel generally in the area served, Mr. Newsom was invited to discuss the needs and opportunities for continuing education for professional librarians.

Before participants went into their discussion groups, they heard reports from a panel of last year's Alberta graduates chaired by Dr. Sheila Bertram. Mrs. Betty Schwob, of the University of Alberta Library's Reference Department, Miss Barbara Murray, a children's librarian in the Saskatoon Public Library, and Mr. David Jenkinson, librarian of the Interlake School Division, Stonewall, Manitoba, evaluated their B.L.S. program in the light of a year of library experience.

Leaders of the discussion groups were Mrs. Elizabeth Colyer, Boreal Institute Librarian; Miss Shirley Ellison and Miss Betty Henderson, both of the School of Library Science faculty; Mr. David Jenkinson; Professor Kay Snow, University of Calgary Faculty of Education; and Professor L. G. Wiedrick, University of Alberta Faculty of Education.

From the buzz session reports it seems clear that there was substantial agreement among participants as to the educational needs of librarians. All agreed that in a second year of library education subject field specialization is of prime importance. School librarians appear to feel more strongly than some others about the importance of significant library experience prior to advanced work. Both school and public librarians recognized the problems faced by people who are literally pricing themselves out of the current market by acquiring advanced degrees. The discussions also brought out some of the political, economic, social, and cultural factors which must be taken into account in developing viable programs of library service within any community and the implications of such considerations for library education. All participants were interested in a wide variety of opportunities for continuing education.

As its first endeavor in continuing education, this new School of Library Science was particularly happy to have as joint sponsors the Library Association of Alberta and the School Library Council of Alberta. The faculty looks forward to many more opportunities to work with both of these groups in planning a variety of institutes and workshops to serve the needs of librarians in the prairie provinces.

The papers which follow are the Workshop talks as presented. The School is deeply grateful to each of the four speakers for permission to make their addresses a matter of record. In this way the issues and questions identified for Workshop participants can be brought to the attention of a wider audience. Equally important, the discussions begun there can be carried forward at another time.

Sarah R. Reed, Director,
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The University of Alberta.

ISSUES, DECISIONS AND CONTINUING DEBATE:

THE HISTORY OF AMERICAN LIBRARY EDUCATION,

1870-1970

Samuel Rothstein

ISSUES, DECISIONS AND CONTINUING DEBATE:

THE HISTORY OF AMERICAN LIBRARY EDUCATION, 1870-1970

Samuel Rothstein, M.A., B.L.S., Ph.D.
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Both for want of time and for want of knowledge, I am not going to discuss the history of library education generally, but will limit myself to the North American scene. Indeed, despite the fact that I am a Canadian addressing Canadians, I am going to center my attention on library education in the United States, this on the unpalatable but also undisputable premise that Canadian library schools have by and large modeled themselves squarely on their American counterparts. I am further limiting my topic by concentrating not so much on the events of library education history as on the problems. In other words, I want to show you how and why we have come to our present situation -- the issues that confronted us and the decisions that were made. And at this point I will let slip one of my conclusions -- almost all the issues that once confronted library educators are in fact still with us and the decisions that were made are in fact still debatable.

Having thus taken it on myself to cut down my topic in two respects, I will, as a man of good conscience, make up for this deficiency by adding to the topic in another respect. Why content myself with a mere seventy years of history when I could do an even hundred? So I begin, not at 1900 but at 1870, which also gets me at the proper starting point for an examination of the development of library education, the proper starting point being simply when there wasn't any library education.

Yes, there were libraries and librarians in 1870 but no library schools. So how did one prepare for library work? By doing it -- and in a quite planless pattern. You will often read that the approach to training before the establishment of library schools was through "apprenticeship", but Carl White's monograph makes it quite clear that nothing so formal or systematic as an apprenticeship was ever available in the libraries of North America. One became a librarian by taking a job in a library and learning what and as one could.

The "school of experience" was all there was but many librarians of the time were quite ready to make a virtue out of necessity. The eminent Justin Winsor, first president of the

American Library Association and the acknowledged leader of the profession, stated in 1877 that practical experience was "the best preparation for librarianship". Six years later, William Poole, another towering figure in his time, opposed Melvil Dewey's proposal for a library school by affirming that "practical work in a library, based on a good previous education ... was the only proper way to train good librarians".

Well, as you know, these sentiments did not prevail and Melvil Dewey went ahead and established the first North American library school -- perhaps the first library school anywhere -- at Columbia College in 1887. In doing so, he broached two of the chief issues in library education: is schooling needed or desirable and, if so, what is the share of practical work as opposed to theory in such schooling? For Dewey, the advantage of schooling lay in systematization. Unlike his contemporaries, he was not satisfied to rely for staffing upon the chance availability of good "self-made" librarians. Deliberate recruitment of students and deliberate programming of their training would be surer and more economical (why train thirty people individually when you could handle them as a group?) Above all, it would make for standardization in library methods.

On the other hand, quite like his contemporaries, Dewey was convinced that experience -- practical work -- was the essential element in the preparation of librarians. He called his program a "systematic apprenticeship" and made much of the fact that students would be given ample opportunity for daily work in an actual library.

And so they were. In the two preliminary classes that antedated the formal establishment of the School of Library Economy, the classroom occupied only two late afternoons a week. The rest was practice work rotated so that the students could gain experience in a variety of departments. By 1887 the share of classwork had increased: lectures now occupied three months of the two-year program and in 1888 nearly five months.

Even so, the ratio remained heavily in favour of practice over theory, and by practice Dewey seems to have meant something very nearly like regular line jobs in the Columbia College Library. The College was giving no financial support to the School and it appears to have been assumed that the value of the students as free labour would counterbalance the use of staff time in their instruction. Certainly the Regents of the University of the State of New York, when they approved the transfer of the School to the New York State Library in 1889, were motivated in large part by the chance to obtain free manpower for the New York State Library. Here is the way that the

official minutes put it: "With the great amount of cataloguing and other work to be done ... the apprenticeship help can be used here to much better advantage than at Columbia, where nevertheless the School proved a marked success without a dollar from the treasury for its support".

So here we have Dewey's disposition of the first two large issues in library education. And did his decisions settle the matter? Well, yes and no. Since Dewey's day, American librarians have pretty well agreed that schooling is the way to prepare librarians but this view still does not hold for many other parts of the world including, until very recently, most of the British Commonwealth. And should supervised practical work be the major element in the schooling? The question is still relevant but now it would be put in a different way: in North America should practical work have any share in the schooling?

By the way, there was a third issue involved in the Columbia School and Dewey did settle that one if rather the hard way. Melvil Dewey, either from enlightenment or for other motives, insisted on admitting women to the first library school, this in direct contravention to the regulations of Columbia College. So after two years of this defiance the authorities at Columbia College asked Dewey and his girls to leave. Which they did, but the women stayed in library schools -- praise be! (That's why I became a librarian -- I figured that I would never be able to find elsewhere a ratio so much to my advantage and liking!)

The next stage in the history of North American education for librarianship may be called that of expansion and confusion and here I will save effort by lumping three decades into one step. Dewey's school begat graduates and his graduates begat schools and schools begat competing schools. Even libraries begat some. There was agreement that more librarians were needed and that schools should produce them, but agreement on little else. In that laissez-faire age, library schools were variously parts of universities, of technical institutes, of public libraries, of state libraries, even of departments of education. Courses ranged in length from six weeks to two years. Admission requirements varied from none to university graduation. The curriculum was a mixture of professional and non-professional subjects which included everything from cataloguing and reference to "library hand" and how to shelve books. Incidentally, both of Canada's senior library schools -- McGill and Toronto -- date from this period and began in just this tentative way. The McGill program started as a six weeks' summer course and did not become a full year's course until 1927. The Toronto program began in 1911 as occasional courses offered by the provincial Department of Education, became a full year course in 1928 as part of the Ontario College of Education and did not actually grant a degree until 1937.

This heterogeneity probably derived not so much from contending views as to what and how library education should be, but from the sheer lack of firm views. That is to say, one can sense that the faculties and the profession of the time had not really thought through the rationale of library education at all. But Williamson -- C. C. Williamson, then a sociologist and later the dean of the library school at Columbia -- did think the matter through. His report -- Training for Library Service, published in 1923 -- is still a basic document in education for librarianship because it exposed and analysed the basic questions in library education.

Williamson began with the premise that librarians were -- or at least should be -- professionals. If so, their training should emphasize knowledge and judgement, rather than techniques, although techniques of a sophisticated level were rightfully to be included. Knowledge -- especially the knowledge of books -- comes from considerable education and it followed then that the librarian should first of all be a broadly and highly educated person -- in fact a university graduate. (We might not consider the two as synonymous these days, alas!) What is more, higher education should not merely precede but also infuse the course in librarianship and the way to ensure that objective was to make the library school part of a university.

Williamson spelled all this out in his recommendations: have the library school prepare for professional work and nothing else; set the prerequisite for admission at a bachelor's degree; base all schools in universities; stress principles over skills, although some practical work will be needed to illuminate the theory.

Dr. Williamson also had recommendations to make on a number of other matters. He saw that librarians were beginning to become specialists and proposed that the program be of two years' length -- the first to be devoted to general studies in librarianship, the second (following a period of actual professional work) to be given over to specialist studies. He advocated the inception of an accredition body for library schools; a program of continuing education, a plan for national certification. He had some strong words about faculty qualifications, which were, in short, that they should have such. (At the time, most library school faculty members did not even hold a bachelor's degree!) He disparaged field work. He even suggested that students might benefit by having appropriate textbooks written for their use.

Astoundingly enough, Williamson was heeded -- at least in major part. To a man, schools became units of institutions of higher education. The more obviously clerical aspects of the curriculum were eliminated. The prerequisite to admission at most schools became a bachelor's degree, although a few admitted students with only three years of university study. Faculty qualifications improved and so did,

ahem, their salaries. I told you it was a very significant report. The length of the basic course was standardized at one academic year and a handful of schools did offer an optional second year's program. An accredition body was established. And textbooks were written -- all of them quite indigestible, I assure you -- but they were there. National certification and continuing education did not come and we are in fact still waiting for these.

All of which represented a large change and a sizeable achievement. I call it the period of finding a format and indeed if you were to be reincarnated into a library school of the late 1920's, you would find it recognizable.

Having settled on structure and approach, library educators could now begin to think about content and methodology. That's "could think", not "did think". Because judging from the volume of criticism in the 30's and 40's, the library schools, particularly in respect of curriculum and teaching, were very far as yet from the heart's desire. There were at least half a dozen full-dress studies of library education and many shorter ones and they were uniformly condemnatory. Here are the main points in their joint bill of attainder:

-- superficiality (the courses were not on the graduate level);

-- the curriculum was too crowded, with a plethora of detail and excessive pressure on students;

-- the schools were not training for management and leadership;

-- the schools were insufficiently integrated with their parent institution (they were <u>at</u> the university but not <u>in</u> it);

-- the program lacked a central and unifying theory or philosophy; the courses were disparate rather than convergent;

-- there was no real research effort;

-- the teaching was dull and boring and leaned too heavily on the lecture method;

-- there was insufficient opportunity for specialization;

-- the schools did not take enough cognizance of newer subjects and interests such as documentation, communications and management science;

-- the time given to field work, though vastly reduced since 1920, was still too great.

Well, so ran the charges -- fair or not -- of the 30's and 40's. Library educators must either be born masochists or suffer guilt very gladly for there was scarcely a reply from the schools to this new wave of criticism. Instead, they set to -- right after World War II -- reconstituting their curricula along the lines indicated by their critics. In this so-called "Revolution", the key word was "graduate" -- an attempt to raise the level of, or give more depth to, the instruction. One way was to call it graduate and so the degree was changed from the B.L.S. to the M.L.S. Another way was to require a Bachelor's degree for admission and so the schools which had taken students after only three years of university study changed over or lost their accreditation. A third means was to extend the length of the program -- characteristically by adding a summer session or calling for some prerequisite courses at the undergraduate level. A fourth approach was to emphasize theory more than ever and so field work and field trips were eliminated from most schools.

Along with this thrust towards greater depth came a concomitant effort at greater breadth or at least greater novelty. Newer subjects such as mass communications, social history, and research methods entered the curriculum. The core was reduced to make more room for electives and the number of electives available was greatly increased. Traditional courses such as reference and book selection were often combined while in other instances such as work with children they were broken up into several courses.

And the beat goes on -- right up to the present day. Curriculum continues to be the basic issue and revision is constant. The newest and most pressing subject for inclusion is information science and though everyone has a hard time telling just what it is, it has come to dominate many curricula even to the point of including it in the name of the school. Another clamorous curricular candidate is (how do you like that fancy alliteration?) the instructional materials center which may or may not be our old friend the school library. The stress on research finds expression in the growing number of doctoral programs and the pressure for specialization is seen in the revival of the old sixth year master's course under the new guise of post-M.L.S. programs.

There are some other interesting revivals too, although most of their proponents would be surprised to find that their presumed novelties are anything but. In recent years the shortage of librarians has brought some people to advocate the reduction of the program, back indeed to the four year degree eliminated by the accreditation standards of 1951. The Social Responsibilities Round Table and the Congress for Change are insisting that the bachelor's degree admission requirements be waived, which is in effect the situation of 1915. And in Canada most of the library schools are heading for a two-year professional degree program which is bang on Williamson's recommendation in 1923.

What conclusions can we draw from this review of the history of library education? Most cynically and simply, one could say that the library schools have solved nothing, that they have just confirmed the truth of the old French maxim -- "plus ça change, plus c'est la même chose". A more generous and accurate view would be that library education poses some basic and perennial issues, the resolutions of which will vary with time, place and social conditions. What is more, such issues will always be subject to dispute and debate because ultimately the answer derives from one's professional values and priorities rather than from any factual certainties.

By the way of ending, then, I am going to list these basic issues and give you a kind of score-card summary of where the library educators have stood and now stand in respect of each. And then, if you want to, you can compile your own profile of preferences and decide what kind of library education you would plump for if you had the responsibility of decision.

1. Issue No. 1, historically at least, was <u>schooling</u> -- train librarians individually on the job or by group in the classroom. Almost everyone in Canada and the United States now takes it for granted that schooling is the answer. The British and Australians, who held out manfully against this idea for many years, now have all but completely swung over to the North American pattern.

2. Issue No. 2 is the balance between theory and practice. (German adage: theory is what should work and doesn't: practice is when it works and you don't know why). Here we have seen a historical swing from initial domination by practical work to its virtual elimination -- only some 20% of North American Library schools still require field work and then largely for school librarians only. Canadian schools tend still to feel that practical work is important and that its abuse in the early days of library education should not negate its value.

3. Issue No. 3 is the amount of general education (i.e. other than in librarianship itself) a librarian should have. Williamson set it at four years of university and this is the present standard for accreditation. But the continued existence of undergraduate programs, and the renewed pressure for such by employers concerned about the shortage of staff or the recruitment of minority groups means that the issue is still very much alive. The smaller public libraries and the school libraries have always led in this attack on the prevailing standard and their case is that they cannot afford or adequately compete for the graduate librarian. Call it expediency versus principle, if you like, or how much education can you expect/require for the jobs available?

4. Issue No. 4 is the place of the school. The present accreditation standards say it should be in an institution of higher education and most people accept this requirement without question. But should they? A library school, as a small department in a large university, loses much of the freedom it could have as an independent entity. And has the university connection really been curricular and central rather than administrative and peripheral?

5. Issue No. 5 is the curriculum and teaching methods. This is actually a set rather than a unit. One aspect is: what should be the emphasis as between specialist and generalist studies? Most American library schools have cut down the core curriculum and provide a wide range of options. There are now even so-called "single purpose" schools, i.e. well-nigh complete commitment to specialization. On the other hand, Canadian library schools tend to feel that the first professional degree should stress what librarians have in common and should equip students for a variety of positions at the beginning level. Call it specificity versus flexibility and decide what priority you set on each. Another aspect: what should be the share as between the standard subjects such as cataloguing and reference and the newer ones such as information science? -- between, in effect, training for what libraries actually do and what they might do? Again, you can't work both sides of the street at once and must choose between them. Most present library educators have stressed the newer subjects but are they in the vanguard or merely on the bandwagon?

   Still another problem is how one teaches. Methods emphasizing student participation have gained current popularity but is such participation effective when the student is new to the discipline? What priority should be assigned to reading and self-study as a means of learning? And the key question in these days when many students claim the right to determine their own education -- does the library school still decide on its own what the student must do to earn the degree?

6. Issue No. 6 -- and you will be relieved to know that this is the last that I am going to adduce although rueful recall of my problems could dredge up many more -- issue No. 6 is probably the most important of all. Despite the cigarette commercial, which claims that it is not how long you make it but how you make it long, the time allowed for the library school course is an absolutely crucial consideration. Historically, as we have seen, there has been a steady trend toward lengthening the program but not without vigorous dissent (as for example, Erik Spicer's letters in Canadian Library). Generally speaking, the educators have wanted more time; the practitioners, and probably the students, less.

Well, let me illustrate what depends on this decision. Do you want new courses in librarianship, courses in other subjects? -- the first question always is whether there is room in the program. Accommodation of specialist studies? If they are not to be at the expense of generalist studies, only if there is more time. Seminars? They presuppose previous knowledge of the subject and how is such previous knowledge to be gained? Admissions? The calibre of students is a critical consideration in a brief course because you cannot expect to change or influence students much -- so you must limit yourself to the very best people in the first place. Do you advocate giving both theory and practice? There must be time for both. Yes sir, time determines.

I am going to close with two quotations, both from recent letters in library journals. One states "the current products of our accredited library schools are pitiful, walking hulks filled with a mish-mash of data concerning noting in particular". The other avows "I am proud of the terribly professional librarian of today".

I am not going to tell you which of these judgments to favor. But if you will think upon the basic issues which I have sketched out, you can decide whether the library schools have made wise decisions on the choices open to them. And if you don't want to attempt that difficult task, then think back on the history of library education and you will at least know how and why North American education for librarianship got where it is -- good or bad.

RESEARCH AND LIBRARY EDUCATION

Frederick G. B. Hutchings

RESEARCH AND LIBRARY EDUCATION

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I am a man speaking out of his time. Such vision as I may once have had is now a recollection of things past. "Whither is fled the visionary gleam? Where is it now, the glory and the dream?[1]

There was a time, ah yes, . . .

> There was a time when meadow, grove, and stream,
> The earth, and every common sight,
> To me did seem
> Apparelled in celestial light,
> The glory and the freshness of a dream.
> It is not now as it hath been of yore; --
> Turn wheresoe'er I may,
> By night or day,
> The things which I have seen I now can see no more.[2]

Well, I suppose that must be regarded as a lugubrious opening, when in fact I should have sought out some gay, light-hearted nonsense in the fond hope that I might have drawn a smile from your attentive faces. But the theme fills me with misgivings. I am unsure about the meaning of the word research, and I am beginning to doubt after all these active years in librarianship if I know what the words library and librarian mean.

Let's begin with the word research. It used to be a word which I reverenced. A person engaged in research was someone who was probing to discover the nature of the unknown, not simply searching for something unknown to himself; but something unknown to the universe of men. It was not a technique applied to a mundane theme, it was observation of an unusual order -- the eye of the seer if you like -- revealing a mystery so that others might see and understand: Newton searching for order and system in the universe and so laying the foundation of the modern world, Einstein standing on Newton's shoulders making the discoveries which may project the modern world into a hell of its own devising, Pasteur pursuing his microbes, St. Thomas Aquinas reconciling sense and intellect in the defence of doctrine, Shakespeare probing the mind and heart of man and then holding up the intricate

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[1]William Wordsworth, "Ode: Intimations of Immortality from Recollections of Early Childhood", Wordsworth (New York: Dell, 1959), p. 114.

[2]Ibid., p. 113.

pattern for a world to see and try to understand, Wordsworth searching out the essence of the heart's affections -- the poet for unpoetical natures as John Stuart Mill called him in gratitude.

There were always of course for me lesser stars in this galaxy, but in my mind they all had the quality that in making their own revelations they partook in the wider activity of revealing man and his universe to himself. In a strange, doubtless absurd, romantic way I thought of libraries and librarians as places and people called upon to serve the restless heart and probing mind of mankind and of librarians, in particular, as persons who tried to understand -- doubtless in an oversimplified way -- what it was all about.

And it's too late for me to change. I still think that the whole sum and substance of librarianship is a striving against one's desperate ignorance and a search for the light of knowledge and understanding. Let me say more firmly and with undeviating directness that the illiterate librarian is a contradiction in terms, that the librarian who boasts that he has not time to read is a knave, if not a fool, denying light to himself and light to others.

But I stray from the word research which I was trying calmly to consider. The other day I was informed by a fond parent that his daughter, aged twelve, was doing some research. To such depths has the word descended. Here was a charming little girl looking up something in an encyclopaedia designed by third-rate minds from secondhand sources, over-simplified to the extent of achieving comprehension by defying substance, and her fond parent, and I am sorry to say, her not so fond teacher, calling it research. Don't get me wrong. I, too, often have resorted to the books which are not books (the biblia a biblia), but I would scarcely call it research. "Looking it up" or "finding out about it" would be my phrases. Demean a word and you demean the practice.

But in a way it is worse than all this. I discern in places which should know better that the method of research is more important than clarity of style and depth of understanding, as if there is a standard armoury for pushing back the frontiers of knowledge, the same battle always to be fought against the same unknown.

Technique applied to nothing produces nothing: technique applied to triviality, makes triviality absurd. I am out of sympathy with this world, a world in which technique becomes an end in itself, in which we applaud the trumpery as if it were erudition. I am with Eric Gill who characterized the research productions of our modern academies as suffering from "foot and note disease".

If I have to search for examples of my kind of research in librarianship my mind leaps to people like Robert Proctor. He it was who in five years produced An Index to the Early Printed Books in the British Museum: from the Invention of Printing to the Year MD. With

Notes of Those in the Bodleian Library.[1] There must be 10,000 entries in this index. He was thirty years old when he completed the job in 1898. Before he went to the British Museum he had spent thirty-one months in the Bodleian Library during which he catalogued 3,000 incunabula and had written 10,000 titles for English books published before 1641. That near enough represents twenty a day and he left as a bonus to the Bodleian the note-books he compiled at the time on the printers of the fifteenth century and some other notes besides. He was, before his death at the age of thirty-five, the world authority on early printing, carrying in his mind's eye a visual memory of hundreds of different printers and their works, consulted by bibliographers from all the Western European countries and from the United States. He had a controlled passion for knowledge and, like a good doctor, he could diagnose with certainty and without instruments. Observation. Knowledge. Insight. Prediction. These, the prerequisites of research, he had abundantly, and we are all in his debt. I said he died at the age of thirty-five -- in the Austrian Tirol where he had set out from the Taschach-hut, alone against all the rules, to cross a snow-glacier. The rest is silence. Proctor had always been short-sighted and his eyes, the primary tools for his work, were failing. "Not for him", wrote A. W. Pollard,

> Not for him, though deeply for themselves, need those who loved him lament. His eager, untiring energies could not long have survived the rate at which they were burning away, and he himself had calmly faced the certainty that he could only hope for a few more years of effective eyesight. If the snow-mountains are rapacious of the victims whom their charm allures, they are also merciful, and the crevasses which kill quickly and so painlessly offer almost the only grave on which the imagination can dwell without horror. Like Browning's Grammarian Proctor had spent his life in the investigation of minutiae for which the world cares nothing, certain that he was doing right in doing it, and that it was worth doing.[2]

My recollection of Robert Proctor was stirred the other day when I was reading Allan Stevenson's book on the Missale Speciale, also called the Constance Missal.[3] This missal, or book of the mass, was printed in Germany in the fifteenth century. It is now in the Pierpont

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[1](London: Kegan Paul, 1898-1903).

[2]Robert Proctor, Bibliographical Essays (New York: Burt Franklin, 1969), p. xl.

[3]The Problem of the Missale Speciale (London: Bibliographical Society, 1967).

Morgan Library. The librarian of the Pierpont Morgan Library set out a case which argued that the missal was printed before Gutenberg's 42-line Bible which is usually dated between 1450 and 1456. He was, in fact, claiming that the missal was the first book printed from movable type. Before his death in 1903, in 1899 to be exact, Proctor had been shown the book and gave the date of between 1470 and 1480. Others, following Proctor, had suggested an earlier date around 1470. Allan Stevenson, using developed methods of paper investigation and other evidence, was able to declare recently that Proctor was right. Allan Stevenson, a worthy successor to Proctor, deserves the accolade of researcher.

There are others. You will recall that the question of the Vinland map arose. Was it authentic or was it not? Well, one of the principal witnesses for its authenticity was R. A. Skelton, recently retired from the position of head of the map room at the British Museum Library. On the matter of maps he has this thing that Robert Proctor had. And Yale University recognizes it. In its Beinecke Rare Book Room it has the manuscript of Magellan's Voyage by Antonio Pigafetta, a record, written in French by one of the eighteen survivers out of 265 who set forth to circumnavigate the world in 1519. It was decided to publish a facsimile and translation. The honour of editing and translating the work fell to Robin Skelton. "The vocabulary of the translation", Skelton informs us with apparent casualness, "has been assimilated to that of sixteenth century English". How successful he is is revealed in the following:

> And being about to drown, by chance my left hand caught hold of the foot of the mainsail which was in the sea, and I held on to it and began to call out until someone came to help me and pick me up in the boat. I was succoured, not by my merit, but by the mercy and grace of the fount of pity.
>
> And this the queen was young and beautiful, covered with a white and black cloth. She had a very red mouth and nails, and wore on her head a large hat made of palm leaves, with a crown above made of the same leaves, after the fashion of these crowns. But the women of Tidore were naked and ugly. Even so their husbands were so jealous of them that they did not wish us to go ashore with our drawers uncovered. For they said that their women thought we always had our member in readiness.

Now those two quotations are beautifully sixteenth century in style and frankness, a style which elevates and a frankness which does not offend. But my real point is of course that Skelton has, in accordance with my idea, done a fine piece of research. He has shown himself to have the sort of knowledge which few others have. He is fit to edit the book because he has the knowledge and the insight and

he knows what he has seen. He adds as a bonus the literacy which assimilates sixteenth century French to sixteenth century English.

Let me take another example: The Wise forgeries investigated by John Carter and Graham Pollard, the results published under the title of An Enquiry into the Nature of Certain Nineteenth Century Pamphlets.[1] Here was a fine piece of research which showed Thomas J. Wise as the creator of a number of spurious nineteenth century first editions. Much evidence had to be collected but paper and type were the deciding factors, giving substance to the literary evidence. In the matter of type neither Carter nor Pollard felt quite adequate, so they did what we all ought to do, they consulted the prime authority, none other than the master-mind -- Stanley Morison himself, who declared that the type in question had two idiosyncracies: first, the question mark had a strange configuration and secondly, the lowercase f was shaped rather like a shepherd's crook. This led the researchers to the printers (after much trouble) Henry Clay and Son. How was it that Morison could do this? Because he had the capacity to see what was there to be seen, though nobody had seen it before. And whence came this gift of vision? From his wide knowledge of type gathered over the years, so that when in the right company somebody raised a question about printer's type, somebody else was sure to say, "Better ask Morison". Like Robert Proctor, knowledge, observation and insight went together in Stanley Morison.

I cannot help contrasting what Morison and Proctor saw when they looked at type with a Chicago dissertation entitled "Studies in Roman Printing Type of the Fifteenth Century"[2] which has this annotation:

> Outlines a new approach to the problem of identifying early printed books by their type. Abandoning the technique employed by previous bibliographers, who used only the unaided eye, the author used a protractor to measure the basic angles of upper-case M, N, V, A, and Z, and to take certain other type measurements.[3]

Well, I suppose it's all right if all the knowledge you bring to typography is how to measure angles. But I wonder how accurately such angles could be measured. I wonder if such measures could have discovered that William Morris's so-called Jenson was not

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[1](New York: Scribner, 1934).

[2]Lester D. Condit, Ph.D. dissertation, University of Chicago, 1931.

[3]Nathan M. Cohen et al, eds., Library Science Dissertations: 1925-60 (Washington: U.S. Gov't. Print. Off., 1963), p. 1.

based on an authentic Jenson but on a type designed by a Jenson contemporary, Robertus Rubeus. Stanley Morison spotted it when others had failed to do so and set it down as a reasonable hypothesis. Later evidence was to sustain the inspired guess. "The unaided eye". What an impudent commentary on the Creator.

Now I hope I have not bored you with all this. All I am trying to say out loud is that I have met very few librarians who have the kind of knowledge from which significant research could flow. That is not to say that I despise the brethren; simply that few librarians work in situations which call for research in the way I have tried to define it, and those who do are more likely to be in libraries than in library schools. True, I managed to produce a couple of librarians, Proctor and Skelton, but in the main, librarians work in practical situations; we use what others have designed and developed. In our activity we have a closer affinity to the supermarket or drug-store than to the research laboratory. So I want my librarians to be practical men of affairs, to be effective managers searching out an understanding of why they are doing what they are doing. I want them to know books and know about books and the book market and the people for whom they provide the books. There is a great deal of genuine knowledge required for this, and it takes time to acquire it and experience to use it. But it is not research.

The position of library schools is not easy. We have no practical situations to investigate, we have no readers, we have no library in a general sense. We relate but secondhand to real situations. As teachers, we might become scholars in a few fields. I think The History of the Book is one such field. It has the depth and range which make it a constant challenge to ignorance. It leaves little room for jejune opinions. It demands a knowledge of cultures other than our own and demands that we know the circumstances which gave rise to the record. We might in such a field even do some genuine research, but first we would have to acquire the knowledge and scholarship. And I would argue that the knowledge and the scholarship are the first requirements of the teacher, to which I would add next a capacity to enthuse his students; and last, such research as he may wish to pursue.

There is room for library schools to emphasize particular subjects and look at them both as subjects and in their bibliographical significance. But the subject as such requires a subject specialist, not a librarian unless indeed he is a subject specialist as well. I find it difficult to support the kind of compromises with which we live in such courses as Adult Materials, and I am equally sure that one term devoted to a particular subject area admits of little more than the veriest scanning.

What then can library school teachers and their students do in relation to research? At best it looks to me as if they can look at such so-called research that is being done and give it the criticism it deserves. Or (and this, alas, is all too common) they can regard it as containing the auguries of a second coming, and mark my words: at this second coming there will be no worrying about book-selection, no anxiety about storing books, no misery about seating readers. We won't need to read. All we shall have to do is to press a button and listen to what is said and look to see how it is done. The trouble is we may not know what question to ask or what buttons to push.

I must not delay you unduly about this brave new world. But I think it pertinent to observe that librarians have been over-captivated by the idea of universal access to information and decidedly lacking in interest about who wants the information and why. Yet, of course, this is the librarianly question.

There seems to me little point in providing highly sophisticated means of finding out about things unless we know that there are people who want the information. Judging from something I recently read (source deliberately suppressed) there seems to be an idea currently in vogue amongst some librarians that the Eskimos in the far north are just aching for the chance to find out all sorts of things using a satellite to bump the information onto their private television screens. Now of course this is absurd; but here are a couple of quotations (source not suppressed) which come from across the Atlantic where an American colleague informs me, that after a slow start there is more interesting investigation going on than anywhere else. But before I get to the quotations let me explain. The Department for Education and Science in England has an office for Scientific and Technical Information which is spending a modest million and a quarter dollars each year on information retrieval. It uses libraries and librarians to carry out experiments. One of these librarians is concerned with "Information Requirements in the Social Sciences," and he writes as follows in the January, 1969, number of the Journal of Librarianship, and this is my first quotation:

> It still remains to be established that there is an information problem in the social sciences, or that, if there is, it is of any magnitude. It is certainly true that many, perhaps most, social scientists do not show any great awareness of a problem. Scientific journals occasionally carry articles or editorials on the question of information and its provisions; social science journals very rarely. The preliminary interviews with social scientists conducted for our Investigation have shown a degree of contentment that very few scientists exhibit . . .

> There is of course already an information system of a kind in the social sciences. This consists of libraries, catalogues, bibliographies, indexing and abstracting journals, statistical collections, data banks, and more ingredients besides. This present system is certainly very expensive, and possibly very inefficient. That it is ineffective (a rather different thing) seems evident from our preliminary interviews; awareness of basic information sources was often astonishingly limited, and when asked to discuss information problems some respondents mentioned matters which had obviously caused them considerable trouble but which could have been solved by a non-specialist librarian in an hour or so. It was difficult in some cases to prevent the interviews turning into instructional seminars in library and information use. It is at least worthwhile to investigate how far the present system fits what can be identified as information needs.[1]

Now of course I know that the above is concerned with the social sciences and that in science and technology the user has been studied and better studied. Yet even here a doubt obtrudes. Your own National Science Library is busy with S.D.I. So are we in Britain. It might have been more persuasive to me if some other phrase than Selective Dissemination of Information had been chosen because (a) the process is not selective, though it may be specific and (b) the result is not information but references. Scarcely what I would describe as a scientific use of language. I hope the rest of their science is more reassuring.

My second quotation comes from the (British) Ministry of Technology by way of the Times Literary Supplement for January 8, 1970:

> Two and a half years ago a Computer-aided Design Committee was set up, this time by the Ministry of Technology, who have just published its second annual report. From this it appears that progress is less rapid than had been expected, partly perhaps because certain projects for the use of computers, e.g. on circuit analysis and for storing data about bearings, have met with a paralysing lack of interest on the part of potential users.[2]

Here, of course, you have the straight computer design for retrieving, not references, but information, admittedly about things called bearings; but if I stop to think about it, there is scarcely a

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[1]Maurice B. Line, "Information Requirements in the Social Sciences: Some Preliminary Considerations", Journal of Librarianship, I (January, 1969), 3.

[2]Editorial, p. 32.

piece of mechanical equipment which does not contain bearings. Yet there we have it, "a paralysing lack of interest". You may take the horse to water but . . . "Ah, well", you may say, "That's what's wrong with Great Britain". Although you would not expect me to accept that as a piece of close reasoning.

But let me return to the point. We might in our library schools do something with our captive academic audiences to find out what their information needs might be and how they could best be supplied. It might even be worthy research, though I doubt it.

For my own part I am persuaded that the healthiest thing we can give to our students is a wise scepticism, the readiness to question what they hear and what they read. "Certitude", said my much revered Cardinal Newman, "Certitude is a fixed point, doubt is progress," and I am all for doubt and questions. Let me give you one or two examples of the sort of questions we might well pose.

From the Downs report:

> For economy, efficiency, and effective service, library administration should be centralized. Whether its resources are in one or many locations, the library's materials should be procured centrally, catalogued centrally, recorded in a central catalogue, and be considered the property of the university and any departmental or divisional libraries and librarians should belong to the central library organization.[1]

Here is the unsupported assertion although elsewhere in the report it is conceded that reliable studies are lacking.

From the Parry Report:

> In the larger [universities, the teachers] were nearly six to one (46:8) in favour [of departmental libraries].[2]

But the Report goes on to argue strongly for the central library. The logic of library service surely lies in the degree of closeness which exists between librarians and readers and the evidence appears to be that specialized libraries do more to achieve this than general libraries. But Downs and Parry like to have the elephant pushed along

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[1]Robert B. Downs, Resources of Canadian Academic and Research Libraries (Ottawa: Association of Universities and Colleges of Canada, 1967), p. 2.

[2]Great Britain University Grants Committee, Report of the Committee on Libraries (London: HMSO, 1967), p. 101.

by the modern redemptive device, the computer. My preference is to spend the same amount on horses, so that I may go faster. We are in fact overwhelming ourselves with our huge imperceptive, lumbering centralized concepts. I want to give a whole lecture on this theme alone. We are, I am convinced, trying to find a technology to redeem an ill-conceived library service, in fact we are attempting to do a twentieth century job with a nineteenth century structure.

Here are a few more examples of unsupported assertions. The first is from Wheeler and Goldhor on public libraries.[1] "Circulation routines and records are and should be carried on elsewhere [than in the departments]", and to which I ask the question, Why? There is much to be said for keeping the extent of circulation records as small as possible.

The next example comes from Gerald W. Johnson's introduction to the ALA's Minimum Standards for Public Library Systems.[2] This introduction, by the way, is written by a non-librarian and is one of the best ideal statements I have read about the need for public libraries. But even he falls a victim to the unsupported and unconvincing assertion:

> If the United States is to continue to lead the world, the people of the United States must continue to expand their mental horizon; and their best means of doing so is by constant intelligent use of the public library.

It is the word best that worries me. Surely this is an oversimplification.

There are thousands of examples in library literature, not to mention government reports, in which assertion is offered as a substitute for thought and analysis.

Here are a few of many things I should like to know:

1. Why do public libraries here and in the U.S. lend fewer books to adults than in Great Britain? Why, with all the effort they put into children's work do they circulate no more books to children than do libraries in Great Britain?

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[1]Joseph L. Wheeler and Herbert Goldhor, Practical Administration of Public Libraries (New York: Harper, 1962), p. 341.

[2](Chicago, 1967), p. 6.

2. Could we have a comparative study of inter-library lending, particularly between the U.S. and Great Britain?

3. Why do the Canadian standards recommend a model budget in which only 15.6% of a library's income is allocated to books, periodicals, films, records, binding and supplies?

I don't see these as research projects although one or two might pass as such. But they are things to investigate and things to question the students.

I should not have done it. I promised myself when I began that I would not give offence and that I would not get angry. After all I should have arrived at the benign stage when, all passion spent, I should look out on the world with tolerance and indulgence amounting to indifference. But I hate pretentiousness, the pretentiousness which hides behind the barricades of platitude and assumed superiority. I dislike the discretion which mocks the truth. Above all I detest a conception of librarianship which substitutes technique for art. For the students here who have honoured me by coming and who have -- the word is really encouraged, -- who have encouraged me with their liveliness and kindliness over the past months, for the students above all -- and for the others who care to listen -- I would like to end with this quotation from George Eliot's Daniel Deronda which goes right to the heart of the matter for me.

> He was ceasing to care for knowledge -- he had no ambition for practice -- unless they could both be gathered up into one current with his emotions; and he dreaded, as if it were a dwelling-place of lost souls, that dead anatomy of culture which turns the Universe into a mere ceaseless answer to queries, and knows not everything, but everything else about everything -- as if one should be ignorant of nothing concerning the scent of violets except the scent itself for which one had no nostril.[1]

1(London: Dent, 1964), Book IV, Chapter 32, p. 272.

PRE-SERVICE EDUCATION:

CONTENT AND METHODOLOGY

R. Brian Land

PRE-SERVICE EDUCATION: CONTENT AND METHODOLOGY

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In the time available this morning, I plan to deal in general with curriculum standards and objectives, to discuss some of the curriculum developments at Canadian library schools and, in particular at the University of Toronto School of Library Science where, for the past two years, we have been engaged in a major curriculum revision. I shall also make some reference to methods of instruction in graduate education for librarianship.

In dealing with the topic "Pre-service Education; Content and Methodology", my remarks will refer to postgraduate library education and, in particular, to education leading to the first professional degree. The perspective provided by history in such a study is important since the present cannot be considered analytically except in the light of the past.

During the period from 1887, when Melvil Dewey founded the world's first library school at Columbia College, until 1923, when Charles C. Williamson published his report for the Carnegie Corporation on the status of library training, the principle underlying library school curricula was to follow professional practice in training students. Stress was placed on producing librarians who would be ready to apply in practice all the routines of library operations.

The Williamson Report

In his report, Williamson concluded that library school curricula represented in the main the "current demands of the librarians who employ the graduates and the experience of the graduates themselves. Everywhere library school officials have an ear to the ground for any evidence of dissatisfaction with what the schools are teaching. This attitude, however, does not make for radical changes in the curriculum. Rather it results in excessive conservatism and conformity to custom and tradition. The suggestions that keep coming back to the schools are only echoes of what they have been doing. No school," stated Williamson, "had ever attempted or is now prepared to disregard what has been done in

the past and make a thorough, scientific analysis of what training for professional library work should be and to build its curriculum on its findings instead of following tradition and imitating others."[1]

The 1925 Standards

The first minimum standards for library schools, prepared by the Board of Education for Librarianship and approved by the American Library Association in 1925, recommended quantitative standards with respect to curricula. The curriculum was to be one academic year in duration and from twelve to fifteen semester hours (three of which might be field work) each term. The Board recommended that the required courses include: book selection, reference and bibliography; cataloguing, classification and subject headings; history and administration of libraries; library work as a profession; children's literature; and a minimum of 108 hours of field work, observation and visits. Elective courses recommended by the Board included advanced work in subjects taught at the introductory level in the required courses; library work with children; story telling; medium-sized public libraries; small public libraries; school libraries; special libraries; college and university libraries; and library extension work.[2] In examining the courses recommended in 1925 for library schools, the conclusion is inescapable that the basic curriculum has not been radically altered in the past 45 years.

The 1933 Standards

The second set of standards published by the American Library Association in 1933 were qualitative rather than quantitative in nature. This time the Board of Education for Librarianship made no attempt to stipulate what curriculum content ought to be or to state in any quantitative manner, such as credit hours or class hours, what should constitute a curriculum. The 1933 standards did recommend that the basic curriculum was still to be of one academic year's duration and that it include courses providing instruction in the various aspects of librarianship, the functions and administration of libraries, bibliography and technical processes. The Board also recommended that, in accordance with the policies of the parent institution, the library school was to reserve the right to accept for academic credit elective

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[1]C. C. Williamson, Training for Library Service; A Report Prepared for the Carnegie Corporation of New York. (New York: 1923), p. 24-25.

[2]American Library Association, Board of Education for Librarianship, "First Annual Report", A.L.A. Bulletin, XIX (July, 1925), 226-63.

courses in related subject fields. In judging a curriculum, the 1933 standards recommended that the following factors be considered: the objectives of the instruction, adequacy of courses to meet the objectives and the changing needs of the library profession; correlation of courses; and provision for specialization through elective courses or through separate curricula.[1] Perhaps the most noteworthy feature of the 1933 standards is that for the first time, formal recognition was made of the interdisciplinary character of librarianship in the recommendation that credit courses might be taken outside the library school.

The 1951 Standards

The most recent revision of the A.L.A. accreditation standards occurred in 1951. With respect to the curriculum, the standards state that:

> The basic program shall include (a) general education which comprises a systematic survey of the various fields of knowledge, concentration in one or more subject fields, background courses of special value in library service, and (b) study of professional principles and methods common to the several kinds of libraries and of library service. A study of specialized service in general or special libraries built on a sound foundation of general academic and professional education may occupy a place in the basic program. This program shall require a minimum of five academic years of study beyond the secondary school level.
>
> Professional library content should constitute approximately one-fifth of the five-year program. Such content may be concentrated in the final year or distributed over the later years of the program, and should be so placed that students have necessary prerequisite preparation.
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> Undergraduate programs of library education shall be accepted as part of the five-year program in so far as they contribute to its objectives.[2]

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[1] American Library Association, Board of Education for Librarianship, "Minimum Requirements for Library Schools". A.L.A. Bulletin, XXVII (December 15, 1933), 608-613.

[2] American Library Association, Committee on Accreditation, Statement of Interpretation to Accompany Standards for Accreditation (Chicago: 1962), p. 13.

> The curriculum should be characterized by the following underlying aims: It should be animated by a sense of purpose through emphasis on the significance and functions of the subjects taught; it should develop professional librarians grounded in the fundamental principles and processes common to all types of libraries and all phases of library service; it should stress understanding and ability to apply basic principles and methods; it should keep abreast of current trends in library development and professional education; it should stimulate continuous professional growth. The curriculum should show sound construction. It should be complemented by conferences of faculty with students as a means of helping each student to realize his potentialities."[1]

The remarkable feature of the 1951 standards is their durability in the face of great changes that have taken place both within and outside the library profession. It is interesting to note that at the 1970 conference of the Association of American Library Schools, a committee charged with reviewing the standards had no recommendations to make for fundamental changes.

Degrees

In part, the 1951 revision of standards had been necessitated by the abandonment by library schools in the United States of the fifth-year bachelor's degree and its replacement by a master's degree generally awarded on completion of approximately one calendar year of study. The first institutions to place librarianship on a post-graduate basis were the New York State Library School and the University of Illinois Library School.

As early as 1887, Melvil Dewey had proposed a fellowship-scholarship program totalling three years and leading to a master of library science degree. The first master's degrees were awarded by the Albany school in 1907. By the late 1920's, California, Columbia, Illinois and Michigan had begun to award master's degrees for the completion of a two-year curriculum beyond the undergraduate baccalaureate degree. Successful completion of the first-year program was recognized by the awarding of a certificate or a second bachelor's degree. This pattern did not change in the United States until about 1950 when the accredited library schools began to drop the bachelor's program and to introduce new graduate programs of approximately one calendar year leading to a master's degree.

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[1]American Library Association, Committee on Accreditation, Statement of Interpretation to Accompany Standards for Accreditation (Chicago: 1962), p. 16.

The Situation in Canada

The two Canadian library schools then accredited by the American Library Association, McGill and Toronto, did not convert to the master's degree in the period immediately following publication of the 1951 standards. The University of Toronto had a tradition whereby the master's degree required at least two academic years of study in disciplines in which there was no corresponding undergraduate preparation. This meant that those undertaking postgraduate studies in such fields as library science and social work received a bachelor's degree for the successful completion of one postgraduate year. The situation at McGill was similar to that at Toronto. Furthermore, by 1950, both Toronto and Ottawa had introduced the master's degree in library science to be awarded following successful completion of one academic year of studies beyond the bachelor of library science degree. McGill began a similar master's program in 1956. The A.L.A. Committee on Accreditation respected the degree traditions of McGill and Toronto, and both were subsequently re-accredited under the 1951 Standards for Accreditation.

By the early 1950's, the bachelor of library science had almost disappeared as a postgraduate degree in the United States. In Canada, however, the disappearance of the bachelor of library science degree and the emergence of the master of library science as the first professional degree has been a more recent development. Until 1964, all five of the existing Canadian library schools awarded the bachelor's as the first professional degree. The change began in 1964, when the McGill University Graduate School of Library Science decided to phase out its one academic-year B.L.S. program and to institute a two academic-year program with the M.L.S. as the first professional degree. This change by McGill brought to an end standardization in the structure of library science degree programs in Canada. McGill indicated that the main motive for the decision was the necessity to educate students at a more advanced level than had been done previously in order to answer the demand for specialized library training, particularly in areas where too little attention had been given in the past. McGill also pointed out that "for many years the B.L.S. courses have been expanding and it has been more and more difficult to cope with new developments except on a superficial level in one academic year".[1]

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[1]McGill University. Graduate School of Library Science, A Statement with Regard to Changes in the Library School (Montreal: 1964), p. 1-2.

In the Fall of 1967, another departure from previous Canadian practice occurred with the introduction by the newly established School of Library and Information Science at the University of Western Ontario of a three-semester program of eleven months leading to the M.L.S. as the first professional degree. On the other hand, the new School of Library Science at the University of Alberta, then preparing to open in the Fall of 1968, had decided to offer a program of one academic year leading to the B.L.S. degree.

By the Spring of 1968, there were seven library schools in Canada with four distinct degree structures. British Columbia and Montreal offered a bachelor's program only and Alberta was planning a similar program; Ottawa and Toronto were offering both a bachelor's and master's program; Western Ontario offered a three-semester master's program, while McGill had a two-year master's program. The time was ripe for some measure of agreement concerning standardization and compatibility of degree programs among the Canadian schools.

The Toronto Conference

In order to examine the appropriate level and length of postgraduate degree programs in library science in Canada, a Conference on the Structure of Degree Programs in Canadian Library Schools was held in Toronto in April 1968. At the Toronto Conference, the following resolution was endorsed by six of the seven library school heads in attendance with the new school at Alberta abstaining:

> Resolved that this meeting endorse the principle of a four-term graduate program leading to a master's degree in library science as the basic preparation for the professional practice of librarianship in Canada; and that Canadian library schools attempt to implement the new basic master's program within five years, i.e., by 1973.

The Conference resolution was endorsed subsequently by the six schools and by the Canadian Association of Library Schools at its annual meeting in Jasper in June 1968. The significance of this resolution and the factors which brought it about was considerable. Two schools, Toronto and Montreal, will introduce new programs in September 1970 and a third, British Columbia, is also planning to make a similar change, possibly by 1971. These schools will discontinue their present one-year bachelor's program and replace it with a four-term program leading to the master's degree.

Emergence of the M.L.S. Degree

The change to the two-year M.L.S. Program in Canadian schools has been hastened both by the pressure of technological innovation and by conflicting demands for the education of specialists and generalists. This situation has raised doubts as to the adequacy of the one-year (two-term) program. The necessary introduction of new courses, particularly in such fields as automation, documentation, and data processing and the need for presentation of courses in greater depth have contributed to a heavy workload in the one-year program for both faculty and students. At the same time, there has been an increasing demand by library employers for specialists including administrative specialists, bibliographic and subject specialists, and data processing specialists. It is anticipated that the two-year program will provide greater opportunity both for specialization in depth within library science and for the education of generalists. It will enable the student to design a career program more closely suited to his individual interests, and, at the same time, will offer a more comprehensive selection of courses for students of varying backgrounds, aptitudes and needs than is possible in a one-year program.

Another factor precipitating a re-examination of the degree programs and curricula in Canadian library schools was the introduction of training courses for library technicians. By 1968, there were six such courses in Ontario, two in Alberta, two in Quebec, and one each in British Columbia and Manitoba. The availability of trained supportive staff to assist the professional librarian made it possible and essential for graduate library schools to concentrate on educating librarians in greater depth than heretofore. In future, it is to be expected that library school curricula will be progressively upgraded as less emphasis is put on the practice of skills and more on theory and problem solving.

Designing a Curriculum

The primary objective of pre-service professional education is to prepare the student for the practice of his profession. In implementing this general goal, each library school attempts to design a curriculum with its own distinctive blend of theory and practice. Frequently, library schools have tended to make changes in the curriculum by what Neal Harlow has termed "accretion". This is a process whereby schools, in order to keep their curricula oriented to practice, add courses representing newly evolving specialties such as systems analysis, information retrieval, and administration of instructional materials centres.

"Little inclination has been shown among library schools", states Harlow, "to analyse the structure of the curriculum theoretically and critically...or to provide the initiative and control to bring basic change about. The schools too have been operationally oriented -- graduates do after all 'continue to be in great demand by employers'".[1]

In designing its new curriculum, the University of Toronto School of Library Science used both historical analysis, that is, how we arrived where we are, and an analysis of performance capabilities of librarians, that is, what librarians are expected to be able to do. This latter analysis leads to certain conclusions about the nature of the library profession, its basic characteristics, and the factors influencing change.

Characteristics of the Library Profession

The work of a professional librarian is broad in scope and an overview of the whole field of librarianship is required in order to see its elements in their proper context; it is inherently intellectual in nature and deals fundamentally with the communication of information, ideas and knowledge; it is concerned with making judgments and decisions rather than with repetitive routines and procedures; it rests upon a general body of knowledge, attitudes and skills common to all types of libraries; it is essentially interdisciplinary and supports a variety of specializations related to other disciplines and professions; it requires knowledge of the content of other subject disciplines; and it shares with other professions the requirements for individual initiative, competence, integrity, objectivity and service.

Among the functions of a professional librarian are: administration and management, for which special knowledge, skills, attitudes and judgment are essential; organization, dealing with such matters as the organization of information and bibliographic control; collection building, including the evaluation and selection of materials in a variety of physical forms; service to users, involving an assessment of their needs and a knowledge of available resources; location of information and its evaluation and interpretation; and familiarity with systems, processes and equipment that have application to the field of librarianship.

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[1]Neal Harlow, "Changing the Curriculum", Journal of Education for Librarianship, X (Fall, 1969), 79.

The library profession, like other professions, has been undergoing dramatic changes in recent years. Several scientific and technological developments have made an impact on traditional librarianship, notably the advent of the computer, information processing technology and the related conceptual tools of information science. Other developments such as photographic reduction techniques, image copying and display equipment are being applied in libraries to a growing extent. New conceptual tools for analyzing, synthesizing and evaluating systems are being used both in libraries and in library research. New concepts relating to the organization, identification, storage, processing and retrieval of recorded knowledge are being applied to the theoretical framework of library science. In addition, there are new pressures engendered by an expanding scientific and technical literature and the fact that the information needs of library users are growing in number, diversity and complexity. All of these forces are influencing and modifying the traditional field of librarianship, the role of libraries in society and the educational preparation of librarians.

The Goal of Education for Librarianship

In order to evolve a curriculum flexible enough to adapt to changing needs, library educators must first develop a statement of philosophy. Ideally, the curriculum should concentrate on underlying principles and provide a rigorous theoretical and conceptual framework. It should also develop a rationale that will permit students to make their own applications of theory and principles in specific situations in practice.

As a first step in developing its new curriculum, the Curriculum Committee of the University of Toronto School of Library Science defined the goal of education for librarianship as follows:

> The ultimate goal of education for librarianship should be to educate students who are able to think and act upon the issues presented to them as administrators, planners or practitioners. The emphasis of the education should be intellectual and theoretical so that librarians can think creatively about whatever area of librarianship they may be concerned with. Because of the continual change in the nature of libraries and librarianship, it is not possible for library educators to foresee all the needs of the future. Therefore, they should endeavor to educate librarians who can analyse problems and then work out their own solutions. Library education should provide a methodology which will enable librarians to function effectively in any professional situation.

The Structure of the Toronto Curriculum

The new two-year graduate professional program at Toronto leading to the M.L.S. degree will provide the student with general professional knowledge and skills, with some specialization in library science and related fields and with training in research methods. It consists of core courses and elective courses. The core courses, required of all students, will be concerned with subjects with which every practicing librarian must be acquainted regardless of the kind of work in which he engages and must be completed by the end of the first year or at the latest, by the end of the first term of the second year. The elective courses, which comprise half the program, will be chosen by the student according to his area of specialization. For example, one area of specialization might deal with the study of a broad spectrum of library services and problems; other areas might involve the study of particular functions, subject areas, types of materials, types of library and community services, or a combination of these. Within these areas of specialization, the student will be able to concentrate on research and experimental design in his approach as well as on professional practice.

The second year of the program will also enable the student to relate developments in library science to those in other disciplines through courses taken in other departments of the University. In keeping with the increased research orientation of the new program, students in the second year may elect to carry out a substantial research project under supervision.

Full-time attendance is required for the first year but either full-time or part-time attendance is possible during the second year. A summer session is offered for those who wish to accelerate their program. One of the features of the new program is the reduction in the number of courses carried by a student at any one time from six to four in an effort to achieve better coordination and integration of course material. The number of classroom hours has also been reduced from fifteen hours per week in the present B.L.S. program to approximately ten hours per week during the second year in order to give the student more time for reading and independent study. One other feature worth mentioning is that there will be no foreign language requirement. It is believed that the present foreign language reading requirement is not sufficiently meaningful to retain in the new program.

Content: the Required Courses

The new M.L.S. program at Toronto will have three required courses running from September to April and two required half-courses,

one of which will run from September to December, the other from January to April. The three full required courses are: The Social Environment and Libraries; Information Resources and Library Collections; and Organization of Information. The two required half-courses are Library Administration; and Research Methods.

The objectives of the required courses are as follows:

(a) 1510. The Social Environment and Libraries
To explore with the student the information needs of individuals and groups and their patterns of information seeking; to introduce the student to a wide variety of media of communication and the potentialities and limitations of each; to investigate the role and functions of the major information agencies; to examine political, social and economic forces which affect the flow of information, the relationship of libraries to these forces and to other information agencies; to develop an understanding of the philosophy and methodology of the library and librarian as intermediary between information and information users; and to provide a basis for the evaluation of library services.

(b) 1520. Information Resources and Library Collections
To provide the student with a basic understanding of what is involved in the development and use of library collections; to develop criteria for the evaluation of materials for particular communities, groups and users; to provide criteria for the evaluation of basic library resources, and of information resources within and beyond the library's own collection.

(c) 1530. Organization of Information
To enable the student to identify, formulate and define users' needs and to understand the reasons for them; to impart an understanding of the nature and characteristics of recordable information and an understanding of the possibility of representing and relating information through a broad continuum from the full text to a brief surrogate; to introduce the student to a broad spectrum of methods of organizing and retrieving recordable information with the emphasis on underlying principles and relationships; to emphasize the identification of problems in organizing information for use and to acquaint the student with the potentialities and the limitations of various methods as solutions to these problems; to provide the necessary basis for comparing and evaluating the effectiveness and appropriateness of the various methods for specific situations; and to develop a critical and innovative approach to the solution of problems.

(d) 1540X. Library Administration
To introduce the student to the major theories and principles of administration science and organizational behavior and their application to libraries; and to survey current research practice and problems in the organization and administration of libraries.

(e) 1550X Research Methods
To provide an introduction to the nature of research in library science; and to examine the types of social science research methodologies and how they apply to library science; to examine the relationship of research findings to administration and the limitations of research, and the current problems of funding and reporting research.

(f) Computer Program
In addition to completing the required courses, each student will be required to write a computer program. The basic objective of this requirement is to acquaint the student with sequential-step methodology used in computer programming as a problem-solving method and to introduce him to the current documentation necessary for utilizing data processing systems.

(g) Introduction to Librarianship
There will be an orientation period at the beginning of the first year to enable the student to orient himself to the School; to consider in a preliminary way such topics as communication, information and the role of the library in society; to provide an introduction to the state of the art, current issues in librarianship and the types of libraries and users; to provide an overview to the first year program and the interrelationship of courses; and to indicate that the library functions as a system and that one of the tools for analyzing that system is the computer.

Content: the Elective Courses

A total of sixty elective courses covering a broad spectrum of modern librarianship are to be offered (see Appendix I). Each elective is a half-course, that is, it runs one term or half a year, and a total of eight elective courses is chosen by each student. The objectives of the elective courses are four-fold:

(a) Specialization: To provide an opportunity for the application of general principles learned in the first year to special areas such as library services, types of materials, types of work, types of libraries, etc.

(b) Generalization: To provide an opportunity for a student who is interested in a wide range of problems to investigate in some depth a number of areas and problems common to all libraries.

(c) Relation with other disciplines: To provide an opportunity for the student to relate developments in library science with other disciplines through courses taken in other departments of the University.

(d) Research: To provide an opportunity for a student to carry on a substantial research project under supervision.

Field Work

Some form of fully supervised field work experience is a component of the preparation of a professional person. Traditionally, Toronto has provided for two weeks of supervised practice work during the second term. This brief period has allowed the student to familiarize himself with library procedures, to make application of some of the principles he has been learning and to observe personnel, buildings and equipment. Unfortunately, no proposal for field work in the new program received general support of the faculty.

Some of the proposals put forward include block placements in a library over a concentrated period of weeks or months; part-time placements of one day or more a week for a semester; placements for a full semester or between semesters or over the summer period; specialized placements related to elective courses only; experimental projects sponsored by the School and utilizing students part-time; an internship program for professional recognition, (such as provincial certification), following the completion of course requirements. Field work is an issue not yet resolved to the satisfaction of the School.

Teaching Methods

Teaching methods in librarianship have not changed greatly in the past twenty years. A comparison of Danton's 1949 summary[1] and a similar compilation[2] in 1969 by Sabor reveals little that is new. Each school will need to adapt teaching methods to its own situation and to the academic and professional environment in which

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[1] J. P. Danton, Education for Librarianship, (Paris: Unesco, 1949), p. 24-31.

[2] J. E. Sabor, Methods of Teaching Librarianship (Paris: Unesco, 1969), p. 86-108.

it operates. In the case of the University of Toronto School of Library Science, it has not limited itself to any one teaching method as the most effective medium for graduate instruction. It has successfully used a variety of methods including lectures, seminars, group discussions, laboratory classes, case studies, role playing, team teaching, visiting lecturers, special colloquia and institutes, directed study, independent study, reading assignments, problem sets, research and written work, field work, and visits to libraries and related institutions. The objectives and content of each course, student background and experience and the special competencies of the instructor dictate a diversity of pedagogical methods.

In contrast to the variety of teaching methods used at Toronto and elsewhere, the University of Western Ontario School of Library and Information Science is dedicated to the seminar system as the appropriate graduate method of study. As indicated in its official publication, there are no lectures; seminar discussions with up to 50 persons take their place. There is no audiovisual work, no reading lists, no syllabi and no prepared information is distributed. "As a consequence", states the publication, "all students develop a research point of view."[1]

In addition to the teaching methods previously mentioned, the Toronto School also makes use of audio-visual aids such as overhead transparencies, films, filmstrips, film loops, slides, records, tapes of closed-circuit television and videotapes, and of unit record equipment and computer facilities. In 1968, the School began to make use of closed-circuit television and videotape to reinforce and supplement the teaching program. It is too early to assess the effects of closed-circuit television, but the School believes it will prove to be useful in several ways: by allowing the videotaping of prepared programs for later broadcast; by allowing the videotaping of "live" talks or presentations by visiting lecturers not available on a continuing basis; by permitting the videotaping and broadcast of special demonstrations that could not otherwise be presented satisfactorily to a large class such as how unit record equipment works; and by allowing individual students to assess their performance on videotape giving class reports, book talks and other presentations.

The School has set aside one classroom for permanent use as a multi-media centre with closed-circuit television and videotaping equipment, study carrels equipped with slide-projectors, and remote computer terminals. Plans for our new building provide for a television studio and for individual study carrels equipped for retrieval of audio and videotapes.

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[1]University of Western Ontario, School of Library and Information Science, 1969-1970, p. 10-11.

The School also operates a data processing laboratory containing punched card equipment. The basic units include an IBM 026 Keypunch, 083 sorter, 087 collator, 407 electronic accounting machine and the 870 document writing system with upper and lower case character set. Students also have access to the facilities of the Institute for Computer Science of the University of Toronto which has an IBM System/360 model 65.

Although the teaching methods described have general application to library schools everywhere, a selection of those likely to be most adaptable should be made on the basis of local needs and conditions. The nature of the program in general and of individual courses in particular, together with the background of the students and the special abilities and experience of individual instructors will be determinants as to what method of instruction is appropriate.

Conclusion

Over the past forty-three years since the establishment of the first Canadian library school at McGill in 1927, standards have been progressively upgraded and teaching methods vastly improved. In today's climate of constant change, library educators must take care that the curriculum does not lag behind. Although it is not possible to foresee all the effects that change will have on the education of librarians, it is of the utmost importance that librarians and library school students be well and continuously informed of social and technological advances. As we enter a new decade, library school faculty members will need a special kind of intellectual agility in order to keep abreast of significant developments in our society. If this can be done, library schools will be in a position to realize the potential foreseen for them by C. C. Williamson in 1923.

APPENDIX I

University of Toronto School of Library Science Courses of Instruction
(X indicates a Half-Course)

Required Courses

1510 The Social Environment and Libraries

1520 Information Resources and Library Collections

1530 Organization of Information

1540X Library Administration

1550X Research Methods

Elective Courses

Library Research

2010X Reading Course

2030 Research Project

2050X Advanced Research Methods (Prerequisite 1550X)

The Social Environment and Libraries

2105X Current Issues in Librarianship

2110X Adult Education and the Library

2120X History of Books and Printing

2130X History of Libraries

2140X Contemporary Publishing

2150X The Process of Human Communication

2160X Comparative Librarianship

2170X Seminar in Academic Libraries (Prerequisite 1540X)

2180X Seminar in Public Libraries (Prerequisite 1540X)

2182X The Public Library and the Community

2185X Seminar in Children's Libraries (Prerequisite 1540X)

2190X Seminar in School Libraries (Prerequisite 1540X)

2195X Seminar in Special Libraries (Prerequisite 1540X)

Information Resources and Library Collections

2210X Library Collections in the Humanities

2215X Canadian Literature in the Humanities

2220X Resources in the Social Sciences

2225X Canadian Resources in the Social Sciences

2230X Legal Literature and Librarianship

2240X Science Literature in the General Collection

2245X Science Literature for the Specialist

2250X Bio-Medical Literature

2260X Canadian Government Publications

2270X Rare Books and Manuscripts

2275X Historical Manuscripts and Archival Collections

2280X Research Collections in Canadiana

2285X Map Librarianship

2290X Audio-Visual Materials and the Library

2310X Book Selection and Reading Guidance for Children

2320X Reading Guidance for Adolescents and Young Adults

2330X Materials for Young Children

2340X Children's Literature: The Oral Tradition

2350X The Hero Stories and Children's Literature

2355X Romance in Children's Literature

2360X History of Publishing for Children

2410X School Library Programs and Services

2420X School Library Systems

2430X Curriculum-Related Materials in the Humanities

2450X Curriculum-Related Materials in the Social Sciences

2470X Curriculum-Related Materials in Science

Organization of Information

2610X Classification Theory

2615X Advanced Classification (Prerequisite 2610X)

2620X Theory of Subject Analysis

2630X Problems in Bibliography and Cataloguing

2640X Organization of Technical Services

2650X Bibliography and Reference Service: Organization

Library Data Processing

2710X Automation of Library Processes

2720X Characteristics of Information Structures (Prerequisite 2710X)

2730X Library Systems Design (Prerequisite 2710X)

2740X Documentation Methods

2750X Documentation Theory (Prerequisite 2740X)

2760X Information Organization and Retrieval (Prerequisite 2740X)

Library Administration

2810X Administrative Decision-Making (Prerequisite 1540X)

2820X Libraries and the Political Process (Prerequisite 1540X & 2810X)

2830X Administration of Library Units (Prerequisite 1540X)

2840X Personnel Management in Libraries (Prerequisite 1540X)

2850X Communication in Library Administration (Prerequisite 1540X)

2860X Economics of Library Development (Prerequisite 1540X)

2870X Library Buildings (Prerequisite 1540X)

CONTINUING EDUCATION FOR LIBRARIANS

Harry E. Newsom

CONTINUING EDUCATION FOR LIBRARIANS

Harry E. Newsom, B. Ed., M.L.
Provincial Librarian
Regina, Saskatchewan

In choosing a title for today's address I realized I didn't have:

-- Sam Rothstein's courage in labeling it "Continuing Education -- Nobody's Baby"[1]

-- nor Finn Damtoft's barb in stressing "Continuing Education -- Our Baby"[2]

-- nor Elizabeth Stone's hope in "Continuing Education -- Avenue to Adventure"[3]

-- nor Peggy Sexton's fresh approach to the matter, namely, "To Kill a Whooping Crane".[4]

An examination of the literature on continuing education for librarians leads me to believe that most of us, when confronted with this topic, are bewildered, frustrated and sometimes almost defeated by the enormity of the problem. Furthermore, from an examination of the bulk of the literature on the subject I could detect little agreement on what continuing education should be -- or how it should be obtained. In most cases the authors indicated they were expressing their own opinion. I shall do likewise -- since my opinion and the opinions of librarians I consulted are consistent with those found in print -- namely, wide-ranging disagree ent.

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[1]Samuel Rothstein, "Nobody's Baby; a Brief Sermon on Continuing Professional Education", Library Journal, XC (May 15, 1965), 2226-27.

[2]Finn Damtoft, "Continuing Education -- Our Baby", APLA Bulletin, XXXIII (June, 1969), 21-24.

[3]Elizabeth Stone, "Continuing Education: Avenue to Adventure", School Libraries, XVIII (Summer, 1969), 37-46.

[4]Peggy B. Sexton, "To Kill a Whooping Crane; A Fresh Approach to the Problem of Educating Librarians", Library Journal, XCI (November 1, 1966), 5327-32.

It cannot be denied, either, that the debate on continuing education has generated almost as much heat, with fewer tangible results, than has the debate on its twin issue -- the formal pre-service education for librarianship. Therefore, I am simply speaking about continuing education for you and me, the practicing librarian. I leave it to your decision whether it is our baby, my baby, your baby, or Rosemary's baby.

This paper is not the "be all" and "end all" nor a synthesis of the discussions of continuing education in librarianship. It is simply a statement of possibilities, an exploratory outline, a basis for discussion. It is designed:

-- to create an awareness rather than to state immutable facts,

-- to generate heat, more than to shed light,

-- to outline avenues of departure, not to develop a thoroughfare.

It has been necessary to restrict this paper to the "ongoing" education which the librarian should receive following the basic, formal pre-service education. And, at the present time, in Canada, completion of basic professional education implies graduation with either the B.L.S. or M.L.S. degree. In addition, I feel it imperative not to spend time today on the argument as to whether or not a librarian holding the Bachelor's degree must proceed to the M.L.S. level.

It is more important to stress that no librarian should feel that his education is complete when he has received his basic professional degree. Despite the fact that his formal intense education has ended, the only promise of continued professional competence is in continued professional education. And the primary aim of the continuing education should be the attainment by the librarian of professional competence.

Certainly it is unnecessary to enumerate the changes taking place in society -- changes which have affected every segment of a library's operation from top management to the mail handler. The communications revolution and the information explosion, themselves, have provided a major impetus to growth and change. Until the late 1950's librarians were not pushed into rapid change. Essentially, the graduate of that era could expect to carry future programs on the ideas and concepts gained from his library school education and the first two or three years of work in a good library environment.

Today, the realities of the situation should be apparent to all of us. We simply have to note changes in the social structure, business methods, educational practice, governmental organization, and technology in order to question methods and practice in the library

itself. Let us recognize that the introduction or development of the following radically affect our approach to library service:

-- systems analysis

-- the computer

-- the emphasis on personnel management

-- xerox and the new copy methods

-- the communication revolution

-- the great mass of library material being produced

It is obvious that such technological advances, if I may loosely class these items as such, when coupled with the great changes in the environment such as the rapid urbanization of society, force change upon the entire social structure. Certainly libraries, and with those libraries, the librarians, must change if the demands are to be filled. Yet with this change must come a balance -- the basis of librarianship -- that of knowing books and getting books to the reader.

With this in mind I say that formal library education must change, and it is changing rapidly. Despite the pressures from the field, from the universities and the competition for top students from other professions, library schools are graduating many well-educated librarians. It is difficult to train in one or in two years a librarian who will fulfill all of the various and sundry expectations of the library administrator. This is especially true when sometimes administrators, like one of which I know, expect the new graduate to have a full knowledge of cataloguing practice, be adept at public relations, avoid coffeebreaks, talk intelligently about professional literature, know materials in every subject area, administer staff expertly -- and be witty, original, charming and flexible. I ask you -- is this the angel Gabriel in console form?

The library schools cannot be expected to be all things to all libraries and to all librarians. The beginning librarian's sequence of courses is far too brief to include all he "needs to know". The professional school cannot give the student more than an awareness of librarianship. Certainly it cannot be expected to "cover" all areas of interest or concern, to introduce all knowledge, or to solve all problems. Possibly the greatest contribution the library school can make in the field of pre-service education is to orient the student

to the responsibilities of the profession and then give him the insight to "sink a shaft" in a limited number of areas of concern. The librarian, thereafter, can meet change, analyze situations, and solve problems. The library school cannot be expected to do more.

Possibly the training for particular responsibilities, the realignment to meet expanded services, the orientation to the political arena and the introduction of advanced techniques might wisely be left to the field of further or continuing education.

It is apparent from even a small portion of the literature on continuing education that most professions view life-long learning, formal and informal, as an integral part of the education of a professional. This is ably stated by Cyril O. Houle in his article on professional development:

> Every profession, it would seem, must be concerned with the education which occurs during the total lifespan of its members; pre-service education is only the first stage of this process. The lengthened line of learning covers fifty years, not just one to ten.[1]

Later in the article Houle states that without continuing education the very idea of professionalism cannot survive.

Certainly there is no doubt that the final responsibility for obtaining advanced education rests with the individual whether it is obtained by classwork leading to a degree, or through workshops, institutes, travel, observation, perusing professional literature or attending conferences. Initially, the desire "to know", to excel, to enlarge one's conceptions and to increase one's capacity for responsibility rests squarely with the individual. It isn't enough, however, to increase the number of periodicals perused, attend more conferences, or "take additional courses". Nearly all librarians deserve gold stars for the extent of such activity. It is essential, now, that common sense and some sense of order be brought to bear on this subject. Certainly, attendance at every summer program year after year, will give librarians nothing more than a course-work mentality.

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[1]Cyril O. Houle, "Role of Continuing Education in Current Professional Development", ALA Bulletin, LXI (March, 1967), 259-67.

Course work has its place but I do not suggest that continuing education for librarians should take the form or should follow the arduous trail used extensively for the professional advancement of our colleagues in the teaching profession.

To illustrate this training, I am using a text from the Book of the Revelation of St. John the Divine:

> And I saw a new heaven and a new earth...and I, John, saw the holy city, new Jerusalem...and the building of the wall of it was of Jasper: and the city was pure gold, like unto clear glass. And the foundations of the wall of the city were garnished with all manner of precious stones...And the twelve gates were twelve pearls... [1]

And so, one day, after forty-two years of teaching the sixth grade, Miss Jones arrived at the Heavenly Gates. St. Christopher, no longer patron saint of travellers, but in his new related position as real estate guide, walked with her to the teachers' area.

The first suburb had Jasper foundations, but Miss Jones was told this was only for lawyers. The second suburb they passed through had sapphire foundations and was even more beautiful than the first. But Miss Jones, in answer to her question if teachers could live there, was told that suburb was only for physicians. Yonder, for instance, was St. Luke's home.

The third suburb supported by foundations of topaz, appeared even more beautiful than the second. But again to her query about a cottage St. Christopher stated that this area, essentially too small for teachers, was reserved for stockbrokers.

The fourth suburb was even more remarkable -- foundations of emerald, streets of burnished gold and solid marble walls. Miss Jones, thoroughly awed, hesitatingly suggested that it would be wonderful to live there.

"Yes", added St. Christopher, "this is where the teachers live. Come along, we will choose a mansion for you".

"But where is everyone?", pleaded Miss Jones.

"Don't worry about that", said St. Christopher, "they will be back September 1. They are simply down in hell going to summer school".

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[1] Revelation, p. 21.

Despite the "hell" of the summer session or the "drag" of a year-long session, this route leading to a sixth or seventh year degree or certificate may be the only answer to the problem facing some librarians, namely, that of gaining formal recognition in order to retain status or reach a specific salary level. And I contend that in certain positions salary level is an indication of acceptance. Unfortunately, librarians have to compete not only with other librarians but with other professional personnel in the same institution or governmental system.

Let me illustrate: It is becoming evident that the school library supervisor in the city, regional or provincial systems will need advanced degrees in librarianship and education in order to bring prestige to the position. To carry the same weight with the Board of School Trustees or the Minister of Education the Library Supervisor has to compete with the Ph.D. in educational administration or the Ph.D. in educational media. Let me ask you. In our North American society who will be listened to -- the B.L.S. or the Ph.D.? These are the rules of the game; possibly we have to play that game.

The same case could be made for the provincial librarian, the head university librarian and the top librarian in certain branches of industry -- e.g. the power corporation library.

It is my contention that one of the major weaknesses of the library system, if I may use that term very loosely -- meaning all types of libraries -- is that librarians, in the eyes of other people, cannot hold their heads up as high as individuals in several other professions. And let us not, as librarians, try to hide under the old adage that "service is what counts". Let us not be deceived -- the advanced degree coupled with recognition of attainment and service through high salaries is the only route by which librarians will be recognized in some areas of society. It appears that the formal acquisition of advanced degrees is the only answer to some of our problems of professional recognition.

However, the acquisition of degrees is not necessarily the answer to the librarian's continued professional competency. And this leads me to the second approach -- the road most of us should follow.

Librarians, themselves, must extend the platform of knowledge gained in pre-service education to keep abreast of new developments, to recognize changing concepts, and accept new principles. In addition, the "shaft" into one or more explored areas must be lengthened. The library school can be expected to do no more for the graduate than the medical school does for the physician:

-- His general knowledge is extended through internship, professional conferences, professional reading, short courses and contact with colleagues.

-- His specialty is developed through intense private study, observation, residency, additional courses and professional contact with even distant colleagues.

Of course, it would be ridiculous to develop a close parallel between the medical profession and librarianship. But surely there is validity in the statement that no member of the medical profession expects to practice without a continuing program of revitalization. To all of us it is obvious, too, that the continuing education of the physician is the concern of the individual doctor and of his professional association.

This second approach -- the individual's professional renewal or rejuvenation by formal or informal means (short of an advanced degree) may be reached by intertwining several routes.

1) Courses in librarianship on an advanced level -- such as specific courses in bibliography, computer science, library administration. The library schools should be planning and scheduling such courses which a greater number of students can take for improving competency, but not necessarily for degree status.

2) Courses in subject fields so that the librarian can obtain specialization in other disciplines -- e.g. languages, sciences, social sciences. This again means emphasis on the basics -- hopefully, thereby, gaining a better understanding of the materials in the field.

3) Extensive workshops or short courses in areas of concern:

   a) The inside story of automation in libraries

   b) Libraries in the political setting (librarians are understandably the least politically-oriented professionals known)

   c) Latest trends in operation of the school district materials centre

   d) The application of computers to public library systems

e) The effective use of personnel at all levels -- including an analysis of staff

f) The meaning of management in the expanding library system

g) The film in public library programming

h) The effect of changes in the publishing field

i) Latest materials in subject areas

j) Getting books to our own underprivileged -- the Indian and Métis

4) The short short workshop, namely workshops like this one on library education. In my opinion, the one to three day workshop is the most effective means to whet the librarian's appetite and to introduce programs. It, more than any other type of continuing education program, can be used effectively by library associations to create an awareness of specific problems.

5) Many and varied programs. Librarians need take no back seat when it comes to participation in other "so-called" programs of continuing education. Ordinarily we don't recognize them as such because such programs have not ordinarily been used effectively to upgrade, rejuvenate, inspire, or educate, at least in the meaning of continuing education we are trying to get across today.

a) The Conference. It is entirely possible that the most enlightening elements of provincial, regional, and national conferences is the contact between members of the profession. Let me suggest, however, that from librarians' comments I have been led to believe that the special workshops at the time of these conferences may really point the way to truly effective gatherings. Libraries today want more than a conference filled with annual reports, the innocuous documentation of committee activities, and the ever-lengthening discussions on constitutional changes. With the growth of the larger association the involvement of the rank and file librarian has dropped to practically zero. Our hope for associations to use the conference as a truly vital force in continuing education is rapidly fading unless the entire conference idea is revamped.

b) Observation and travel. Librarians have indicated that the single most useful program for general upgrading has been a "look-see". The concrete step taken by the C.L.A. in 1969 in sponsoring the cross-country regional libraries tour, despite the poor planning involved, illustrates the value of the organized tour. Nothing can take the place of first-hand observation especially when the gap, on this continent particularly, between the written report and actual operation is apparently so wide.

c) Professional literature. Administrative librarians by the score delight in reporting on proposed plans, projects and pet problems. Practicing librarians constantly remind me, however, that too few reports actually appear on the results of those projects. And, added one librarian, "If the reports do appear, they bear little relationship to the actual findings." Are we, as librarians, guilty of inaccurate reporting, careless research, or simple indifference to the facts? Possibly the use of our professional literature is dangerous as an upgrading source unless careful screening is applied.

Yes, there are avenues open for continuing eduction of librarians -- and with joint planning by associations and institutions the avenues can be widened. The real rub occurs in convincing the profession that action is necessary. There has been little real involvement of the practicing librarian in the issues of professional status and professional education. Possibly involvement cannot come until the individual librarian's pocket book and his status as a professional person is in question. Yet I cannot believe that the profession as a whole can stand by and let the upgrading, rejuvenation and professional competence of its members slip aside unnoticed.

It is my opinion that the national, provincial and local library associations have definite responsibility in the field of continuing education:

1) In the provision of information on standards, training and professional status.

2) In work with universities and library schools in arranging formal course offerings and developing advanced programs.

3) In planning additional workshops on the professional level.

4) In arranging with library systems, institutes and library schools for short courses in relevant subject areas and specialized library areas.

5) In developing educational tours so that librarians can view specific programs. I can assure you that one month spent with the Saskatchewan Provincial Library would mean infinitely more to a practicing librarian than a theoretical course on the library in politics.

6) In co-operating with respect to organized exchange and apprenticeship programs so that librarians can gain experience in specialized areas.

7) In providing for accurate reporting and publication of developing programs.

8) In planning with school systems, library systems and institutions to develop scholarship funds for lecture series, advanced formal education, short courses, educational travel, and sabbatical leave.

I recognize this is a "tall order" for our library associations. More especially it is a "tall order" for the individual librarian. The library association must take the lead; then the individual member surely will recognize his stake in his own upgrading, and be prepared to work for it and to pay for it!

As practicing librarians,

our pre-service training is but the beginning;

our continuing education gives us professional competence.

It is necessary, now, for us to work closely with our library schools, our association, and with other librarians to see that these programs meet not only our needs but the needs of the profession as a whole.

Essentially the planning of these programs of continuing education is the responsibility of the library association but whether there is any planning at all depends on you -- the librarian.

Your profession is your baby; how it develops is up to you.

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BIOGRAPHIES OF SPEAKERS

DR. SAMUEL ROTHSTEIN

Dr. Rothstein is the founding father of the School of Librarianship of the University of British Columbia. Canadian-born and educated, he crossed the 49th parallel to obtain his degrees in librarianship from the Universities of California and Illinois. Reference service in libraries has been his major interest in the library field, although that is far too restricting a statement when one considers Dr. Rothstein's significant contributions to the profession through his writings and committee work with both the Canadian and the American Library Associations.

MR. FREDERICK G. B. HUTCHINGS

Mr. Hutchings was for the last two years a visiting professor at the School of Library Science, University of Alberta. Formerly a lecturer in the School of Librarianship in Loughborough, England, he has had over forty years of library administrative experience in Rugby, Sheffield, and Leeds He also spent two years as senior lecturer in librarianship at the University of Malaya. Mr. Hutchings has contributed to his profession through his distinguished leadership in the Library Association of Great Britain and the International Federation of Library Associations.

MR. BRIAN LAND

Mr. Land received his degrees in political science and in librarianship from the University of Toronto. He has now celebrated his 20th year of library service in Canada, unless one takes into account a few years sojourn in the worlds of advertising, publishing, and government -- the last, in 1963/64, as executive assistant to the Minister of Finance, the Honourable Walter Gordon. In 1964 he returned from government to library service, and in that year was named Director of the School of Library Science at the University of Toronto. Mr. Land has long been known in Canadian librarianship for his work in professional associations and in professional education.

MR. HARRY NEWSOM

Mr. Newsom is a native of Alberta who took his B.Ed. degree at the University of Alberta. He has been active in libraries in the western provinces since 1949. After obtaining his Master of Librarianship degree at the University of Washington in 1954, he became the first Supervisor of Public Libraries for Alberta, a post he held to 1956. The next ten years were spent in school and public libraries in Washington State, British Columbia and Manitoba; in 1966 he became Provincial Librarian in Saskatchewan. In 1970 he accepted an appointment to the faculty of the School of Library Science, University of Alberta.

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